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ABSTRACT

The home economics curriculum for the Fort Benton school system was designed with funds under Title III of the Elementary and Secondary Education Act to help students develop into successful homemakers, family members, and/or wage earners. Major objectives of the curriculum are the improvement and strengthening of home, family, and community living. The curriculum, designed for grades 7-12, includes courses in home living; personal living; consumer homemaking; clothing, textiles, and related art; foods, nutrition, and health; housing, home furnishing, and equipment; child development; personal, family, and community relations; man's role in the home; and bachelor living. Objectives and instructional resources are specified for each course. (JH)

FORT BENTON HOME ECONOMICS CURRICULUM OUTLINE

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FORT BENTON
ESEA TITLE III
project 71-1024
summer 1971

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* Prerequisite - Consumer Homemaking

PREFACE

The means by which a small rural school system might provide a continuing curriculum development process are limited fiscally in most areas of Montana. Through the acquisition of a federal grant under ESEA Title III, we in the Fort Benton System have been able to overcome this limitation to some degree. Found in the pages of this curriculum outline are the efforts of Fort Benton teachers and administrators as well as the efforts of personnel from seven other Montana schools.

In today's paper world we often measure success by the volume of the printed word. The efforts put forth by the people involved in this project in no way can be acknowledged simply through an observance of volume. The real success of the program appears in the regeneration of teaching philosophy, methodology and enthusiasm. These in most part will show in the benefits rendered the students in the years to come.

I am not only proud to have been a part of this project, but also thank all the people involved for their cooperation. Any success or benefits of the project are theirs.

Members of this project from the Fort Benton School System will be available for consultant service to any organization or school district with regard to the outline contained herein or any other part of the project.

William J. Hoppes
Superintendent of Schools

STATEMENT OF PHILOSOPHY

The primary purpose of the Home Economics Curriculum is to help our young people develop into successful homemakers, family members, and/or wage earners. The major objectives of the program in Home Economics are the improvement and strengthening of home, family, and community living.

We believe that technological and social changes have affected the traditional role of a homemaker as well as the worker in business and industry. The stigma attached to the term "housewife" is now being reflected by positive programs of home management, child care, and wage earning. The wise selection of goods and services, sound child care procedures, and the improvement of good interpersonal relationships in the home take precedence over cooking and sewing.

The Home Economics Curriculum should be directed toward strengthening the home by educating students to manage a triple role as a citizen, manager, and wage earner for themselves or family, and to contribute to their development as individuals.

INTRODUCTION

This Home Economics Curriculum was developed primarily for the Fort Benton School System by a committee representing several Montana School Districts. The project was funded through an ESEA Title III grant to the Fort Benton Public Schools.

The writing of this curriculum outline involved a highly concentrated six-week effort on the part of each individual committeeman. The Home Economics curriculum project personnel were:

James A. Longin	Fort Benton	Project Director
Robert Jerome	Fort Benton	Group Leader
Pamela Woldtvedt	Fort Benton	
Jean Kalish	Fairfield	
Gail Schubring	Scobey	

TERMINOLOGY

1. ADOLESCENCE - the period of life between childhood and adulthood.

2. AESTHETIC - that which is perceived by the five senses.

3. ARTISTIC PERCEPTION - an awareness of color and design through physical sensation.

4. BASIC NEEDS - the physical and psychological needs of an individual to face life.

5. BEHAVIORAL CONCEPT - refers to those concepts written in behavioral terms which are intended to further develop the grade level theme.

6. BEHAVIORAL INSTRUCTIONAL OBJECTIVE - refers to those objectives used to measure the terminal behavior of the student which are intended to help develop the behavioral concept and in turn the grade level theme.

7. CONSUMER ATTITUDE - exercising well-informed, sound judgment representative of feeling or conviction concerning the use of goods.

8. CONSUMER PRACTICES - judicious utilization of economic goods and services.

9. COMMUNITY SERVICES - professional and civic groups.

10. GOALS - refers to those thirteen basic goals established by this committee as the over-all concern of this curriculum.

11. GRADE LEVEL THEME - refers to that theme which is being developed at that particular grade level.

12. INTERRELATION - the connection of roles and responsibilities between two or more members.

13. MAJOR THEME - refers to that theme which is being developed throughout the entire curriculum, "the expanding social order".

14. MANAGEMENT - judicious use of resources to accomplish results.

15. PROTECTIVE AGENCIES - government and civic organizations whose main purpose is to inform and protect consumers.

16. ROLE - a character assigned or assumed.

17. SELF - the union of elements (e.g., body, emotions, thoughts, sensations) that constitute the individuality and identity of a person.

BASIC GOALS

This project group identified thirteen basic goals in the field of Vo-Tech. These goals are stated as follows:

1. Develop an appreciation of vocational technology.
2. Develop an insight and understanding of employment opportunities.
3. Develop the ability and enthusiasm for continuous learning.
4. Develop basic skills in the proper and safe use of common tools, machines, and processes used in the vocational areas.
5. Develop desirable social relationships.
6. Develop the insight with which the student can become aware of his capabilities.
7. Develop marketable skills and vocational competence to meet the needs of the students.
8. Develop consumer attitude whereas students can select, buy, use, and maintain the products of industry more intelligently.
9. Develop technical skills that can be applicable to the student for personal use.
10. Develop an insight into the world of work and its place in our culture.
11. Develop the abilities and enthusiasm for creative expression involving the materials, the processes and the products of vocational technology.
12. Develop the abilities for problem solving.
13. Develop an understanding of industrial processes and the practical application of scientific principles.

THEMES AND THEIR RATIONALE

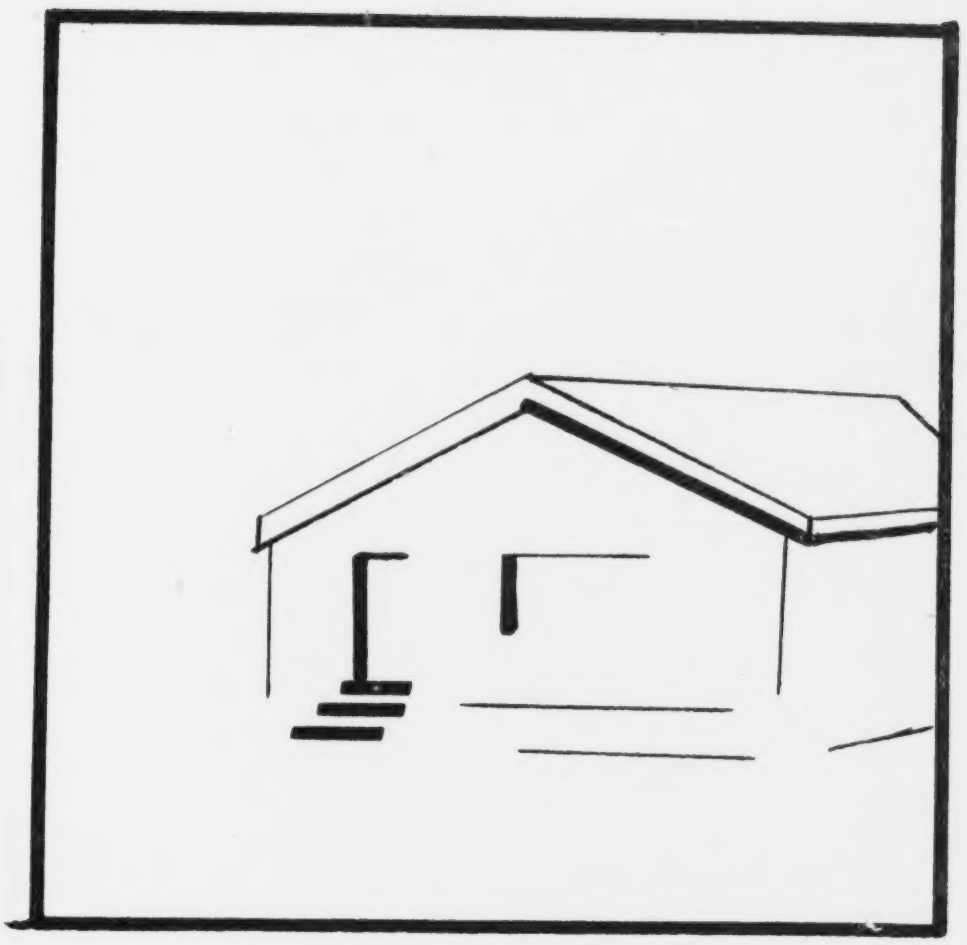
At each level a theme is identified and a rationale is indicated for that theme.

Grade Level	Theme	Rationale
7	Home Living	1. With increased community responsibilities, the student must assume some family responsibilities. 2. The student is beginning to mature as a young adult and needs the opportunity to become involved with home, family and personal responsibilities. 3. This course is required by the Fort Benton School District.
8	Personal Living	1. At this stage of development, the student is confused about his feelings and emotions. The student needs an opportunity to investigate his personal development in order that he may better understand himself and his peers. 2. This course is required by the Fort Benton School District.
9-12	Consumer Homemaking	1. With the increasing variety of available goods and services, the consumer must use all his resources to make the best of his economic situation. 2. The student needs the opportunity to investigate and cultivate his resources in order to reach his goals.
10-12	* Clothing, Textiles and Related Art	1. At this age, the student is mostly concerned with peer acceptance. One means of peer evaluation is based on appearance and clothing. 2. With the continuous change of fashion, a student must be able to alter his wardrobe according to new fashions without allowing his personal economy to suffer.
10-12	* Foods, Nutrition and Health	1. The increased mobility of our society has caused the need for additional nutritional information for the independent individual. 2. The nutritional value of our foods and its relationship to our health is a very basic concern to man. Each student should have the opportunity to examine this relationship to man.

* Prerequisite - Consumer Homemaking

Grade Level	Theme	Rationale
10-12	* Housing, Home Furnishing and Equipment	1. With the higher cost of living today, the consumer must shop wisely for their housing needs in order that the items they select will be appropriate and useful. 2. The student should have the opportunity to evaluate items for the home that are useful, lasting and fit the economic level of the purchasers.
9-12	Child Development	1. The majority of the students will be involved with children in the future. 2. The student will have the opportunity to increase his understanding of the child as a unique individual.
9-12	Personal, Family and Community Relations	1. A self acceptance and awareness is necessary to adapt to our society and this is a crucial area for an individual's growth. 2. The student is beginning to make decisions concerning his future life.
11-12	Man's Role in the Home	1. With man's changing role in the home, he needs to understand and accept his responsibilities and relations to others. 2. The young man is beginning to consider his role and responsibilities in the future.
11-12	Bachelor Living	1. With an increase in bachelor living, young men should assume some home responsibilities. 2. The young man needs an opportunity to explore his roles and responsibilities.

* Prerequisite - Consumer Homemaking



HOME LIVING

GRADE SEVEN

HOME LIVING

I. Develop an understanding of personal and family nutrition in relation to diet, health, and appearance.

   A. The student will demonstrate eating habits that contribute to diet, health, and appearance.
   B. The student will identify nutrient components in food.
   C. The student will identify the basic food groups.

II. Develop an understanding and skill in planning, selecting, preparing and serving food.

   A. The student will demonstrate the use of basic tools and equipment in the foods lab.
   B. The student will identify basic terms and techniques (e.g., braise, broil, creaming, etc.)
   C. The student will demonstrate proper habits of sanitary practices.
   D. The student will be able to show development in selecting and using resources.

III. Develop an appreciation for the home.

   A. The student will compare and contrast arrangement and storage principles.
   B. The student will be able to indicate the importance of sharing home facilities and responsibilities.
   C. The student will be able to select, use and care for equipment used in home maintenance.

IV. Develop an understanding of the meanings of management.

   A. The student will discuss management terminology (e.g., goals, standards, values, etc.)
   B. The student will be able to show development in the use of various types of management (e.g., energy, money, time, etc.)

V. Develop acceptable social and emotional attitudes.

   A. The student will demonstrate the ability for self-control in a group situation.
   B. The student will demonstrate the responsibility and pride in his accomplishments.
   C. The student will demonstrate the ability to accept others.
   D. The student will demonstrate acceptable social behavior (e.g., courtesy, politeness, sharing time and materials, etc.)

Example of Behavioral Instructional Objective:

From a list of 10 foods the student will categorize the food into the 4 basic food groups with 70% accuracy.

RESOURCES - GENERAL

General Reference Books:

Here's to You Miss Teen - Miller, Mary Sue, 646.7
Taffy's Tips to Teens - Martin, Dolly, 646.7
Teenage Popularity Guide - Cornell, Betty, 646.7
Young Beauty - Budd, 646.7

Filmstrips:

Focus on the Family Wash, 648
Makeup I, II, III, IV, 646.7
More Than Skin Deep, 646.7c

HOUSING, HOME FURNISHING, AND EQUIPMENT

Reference Books:

How to Clean Everything - Moore, 648

Filmstrips:

Household Helpers, 645
How's Your House, 645
Road to Responsibility, 648

Transparencies:

Room Arrangement - Home Furnishing and Equipment, 643
Kitchen Planning - Home Furnishing and Equipment, 643

MANAGEMENT

Filmstrips:

How Does She Do It, 640
The Household Budget #3
The Pay Check #2
The Wise Buyer #4
You're the Shopper (with guide), 641.31fa
Your Money and You (with guide), 641.31fb
Your World and Money (with guide), 641.31fc

General:

Teen Guide to Homemaking

PERSONAL, FAMILY AND COMMUNITY RELATIONS

Reference Books:

The Person You Want to Be - Fedder, 301.43
Youth and Parents - Madgis, 301.43

FOODS, NUTRITION AND HEALTH

Reference Books:

American Girl Cookbook - 641
Fannie Farmer Junior Cookbook - Perking, Wilma, 641.5

First Book of Food - Scheib, Iclo, 641
Fun with Cooking - Freeman, Mae, 641.5
Great Falls Public School Food Unit - 641
Mary Meade's Magic Recipes - Meade, Mary, 641.5
Story Book of Food - Petersham, Maud, 641
Tablesetting for Everyone - Biddle, Blom, 642

(For further references in the area of foods, nutrition and health, check with the specialized unit on this topic.)

Filmstrips:

A Loaf of Bread, 641.5e
All About Knives, 643
Convenient Creations, 641.5
Dining Out, 371.81
Flower Arranging, 635.9
Foods for Health, 630.1
From Farm to Table, 630.1
Go, Grow, Glow with Carnation, 641.1b
Grain from Farm to Table, 664.7
Learning from Labels (with guide), 640.1, 640.2
Modern Meal Planning by Soup, 641.6b
Muffin Making (with guide), 641.6n
Parties Are for Pleasure, 642d
Party Planning, 642c
Patterns for Parties, 642a
Patterns for Parties, 642b
Pillsbury's Breakfast for B.J., 641.1
Spending Your Food Dollars, 641
Table Manners, 371.8k
Teen Time with Carnation, 641.6a
The Food Preparation Center, 641b
The Hostess with the Mostest (with guide), 642i

Tapes:

Beautiful Cakes, 641.6g
Dining Out, 371.81
Fun With Frosting, 641.6
Recipes, 646
Table Manners, 371.8k

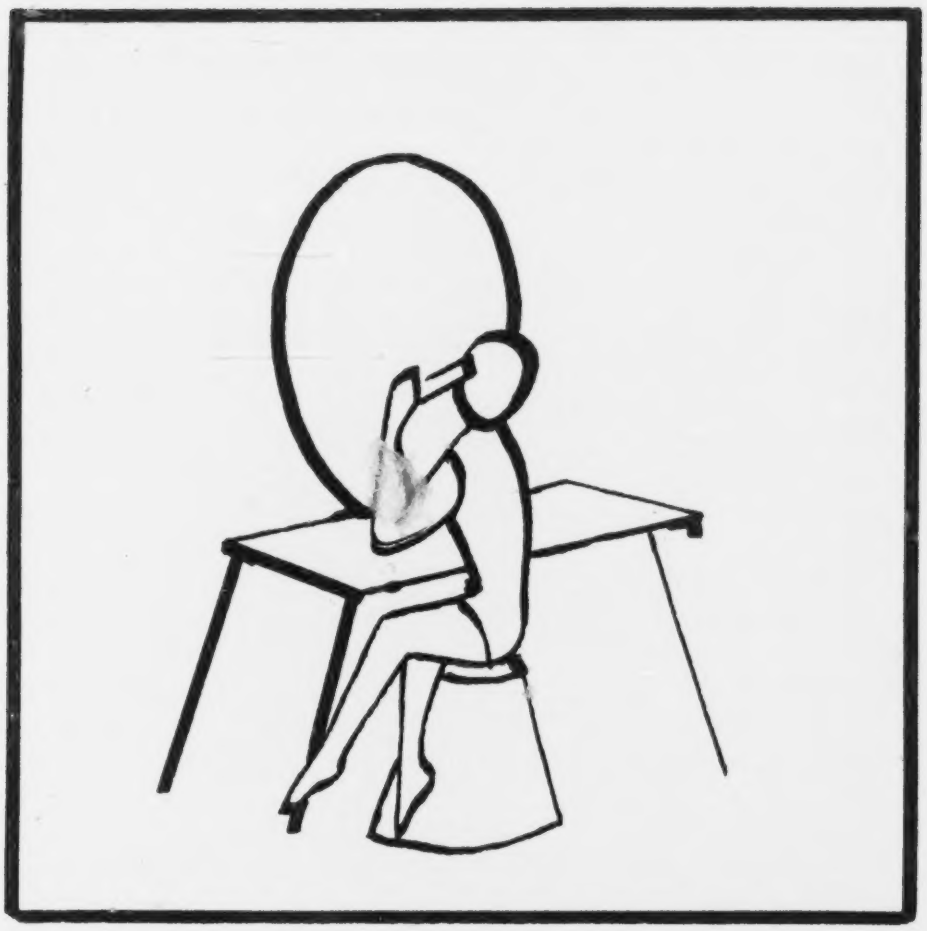
Games:

Crossroads Food Game

Transparencies:

Table Setting, 643

(Refer to Unit Courses For Additional References)



PERSONAL LIVING

GRADE EIGHT

PERSONAL LIVING

I. Develop an understanding of design elements.

   A. The student will identify the effect of structural and decorative lines.
   B. The student will be able to co-ordinate colors.

II. Develop an understanding of aesthetic and economic aspects of wardrobe selection and care.

   A. The student will demonstrate habits of good grooming.
   B. The student will be able to select patterns and fabrics according to body build.
   C. The student will be able to use available resources (e.g., pattern books, sewing machines, time, money, etc.).

III. Develop an understanding and creative ability of clothing construction.

   A. The student will be able to demonstrate the proper selection, use, and care of clothing tools and equipment.
   B. The student will identify shopping techniques used to select fabric, pattern and notions.
   C. The student will define and use terms that apply to fabrics and fabric construction.
   D. The student will have the opportunity to perform garment construction processes.

IV. Develop an understanding of the beginning family.

   A. The student will be able to identify and discuss development tasks of the marriage (e.g., communication, financial plan, etc.).
   B. The student will be able to discuss the development of the child from conception through birth.

Example of Behavioral Instructional Objective:

Given a list of colors, the student will be able to differentiate between primary, secondary and teritiary colors with 70% accuracy.

RESOURCES:

CLOTHING, TEXTILES AND RELATED ART

Books:

Make Your Own Teenage Clothes, Accessories and Gifts - Hardy, Kay, 646.6
Smart Sewing - Doerr, Catherine, 646.4
Taffy's Tips to Teens - Martin, Dolly, 646.7
Teenage Popularity Guide - Corneli, Betty, 646.7
* Clothes For Teens - Todd & Roberts, D. C. Heath

* Indicates that this material is not in the Fort Benton School System - however, purchase is recommended.

Filmstrips:

A Teen's ABC of Beauty, 646.7a
Cutting and Construction, 646n
Designed for You, 646j
Five Magic Mirrors (with record), 646.7
For Lovelier Hands, 646.7
Fashion and You, 646d
Machine Sewing, 646a
Pattern Choice and Use, 646l
Selection and Treatment of Fabrics, 646p
Sleeves and Neckline Treatment, 646r
Susie Makes A Dress, 646
The Well-Dressed Teenager, 646k
Tools for Sewing, 646m
Your Wardrobe and You, 646.3f

Games:

Color Analysis, 646
Color Bingo, 646
Collar Kit, 646
Color Swatches, 646
Sewing Bingo, 646
Sewing Samples Filebox, 646

CHILD DEVELOPMENT

Books:

Childbirth - May, 612.6
Children Cared For By Teens - Kraft, 649
Questions Girls Have Asked - Wood, 301.42
Baby Sitter's Guide - Moore, 649.1

Filmstrips:

Babysitting #1 Job, #2 Kids (with record), 649.1
Dating, 371.8j
Enter the Baby Sitter, 649
Feeding the Baby, 649d
Female Reproductive System, 612.6a
Fertilization, 612.63a
Infant Feeding, 649
Menstrual Cycle, 616.6d
Miracle of Nature, 612.6d
Teaching Desirable Habits, 649f
Tots and Teens, 649a

HOUSING, HOME FURNISHING AND EQUIPMENT

Books:

Homes With Character - Craig, 645
The Story of Design - Downer, 745.4
World of Color - Koblo, 752

Filmstrips:

Color in Girl's Room, 645

Games:

Color Bingo, 646
Crossroads Color, 641.1
Plan A Room Kit, 645

PERSONAL, FAMILY AND COMMUNITY RELATIONS

Books:

Building a Successful Marriage - Landes, 301.42
First Came the Marriage - Underhill, 301.42
What Girls Want to Know About Boys - Unger, Berman, 301.42w
Your Dating Days - Landes, 301.42
Youth and Parents - Madgis, 301.43

Filmstrips:

And They Lived Happily Ever After, 301.42

GENERAL REFERENCES

Books:

Teen Guide to Homemaking, 640
Experiences in Homemaking - Laiter, 640
Experiences in Homemaking - Pollard, 641.1

(Refer to unit courses for additional references.)

CONSUMER HOMEMAKING

GRADES NINE THROUGH TWELVE

CONSUMER HOMEMAKING - A Two-Semester Course

I. Develop an understanding of self through an understanding of children.

A. The student will be able to differentiate between the influence of hereditary and environment.
B. The student will be able to identify the child as a family member.
C. The student will be able to identify the family's role to satisfy the child's basic needs.
D. The student will have the opportunity to observe children at various age levels.

II. Develop an understanding of the stages of individual growth of children.

A. The student will identify the behavioral patterns of various age groups.
B. The student will identify nutritional needs of children.
C. The student will be able to identify proper shopping techniques for children's needs.
D. The student will be able to identify proper safety procedures in caring for children.
E. The student will be able to acknowledge each child as a unique individual.

III. Develop an increased awareness of self.

A. The student will be able to discuss the fulfillment of basic needs (e.g., love, security, trust, etc.).
B. The student will be able to further identify his self.

IV. Develop an increased understanding and awareness of the family.

A. The student will identify the responsibilities of family members.
B. The student will identify the family as the basic unit of our society.
C. The student will be able to identify the responsibilities of the family to its members at all ages.

V. Develop an increased understanding and appreciation of personal relationships.

A. The student will discuss relationships with friends and acquaintances.
B. The student will be able to discuss dating behavior.
C. The student will be able to discuss the engagement period.
D. The student will be able to identify and discuss development tasks of the marriage (e.g., communications, financial plans, etc.).

VI. Develop an understanding of social and personal factors influencing nutritional needs.

A. The student will be able to identify personal and family nutrition in relation to diet, health and appearance.
B. The student will be able to identify nutrient components in the basic food groups.
C. The student will discuss the protective agencies (e.g., Federal Food, Drug and Cosmetic Act, Labeling, USDA, etc.).

VII. Develop an understanding and skill in planning, selecting, preparing and serving food.

A. The student will identify terms and techniques.
B. The student will demonstrate proper habits of safety and sanitation.
C. The student will demonstrate proper food and equipment selection.
D. The student will be able to show development in selecting and using resources.
E. The student will show development in proper meal management.
F. The student will identify proper food storage.

VIII. Develop an understanding of the economic and cultural aspects of clothing selection.

A. The student will demonstrate a concern for their personal appearances.
B. The student will identify proper clothing care.
C. The student will identify proper clothing for various occasions.
D. The student will select appropriate patterns and fabrics according to body build.
E. The student will be able to use available resources (e.g., energy, money, time, etc.).

IX. Develop an understanding and creative ability of clothing construction.

A. The student will demonstrate the proper selection, use and care of clothing tools and equipment.
B. The student will have the opportunity to perform garment construction processes.
C. The student will define and use terms that apply to fabrics and fabric construction.

X. Develop an appreciation of the home as a family dwelling.

A. The student will indicate the importance of sharing the home.
B. The student will differentiate between personal and family needs.
C. The student will discuss the importance of home safety.

XI. Develop a knowledge of home furnishings to meet the needs of the members.

A. The student will identify the use of functional and/or decorative lighting in the home.
B. The student will demonstrate the utilization of space by the arrangement of furniture.
C. The student will demonstrate wise selection and care of furnishings.
D. The student will demonstrate proper consumer practices.

Example of Behavioral Instructional Objective:

Given 5 windows, the student will select, according to design principles, window treatments for 3 windows.

RESOURCES:

CHILD DEVELOPMENT

Books:

Baby and Child Care - Spock, 649
Caring for Your Disabled Child - Spock, 649
Childbirth - May, 612.6
Children as Authors - Barnstone, 811
Children Cared For By Teens - Kraft, 649
Children Of Other Countries - Lewiton, 372
Feeding Your Baby and Child - Spock, 649
Guidance of the Young Child - Langford, 649
Love Is Not Enough - Bettelheim, 649
Questions Girls Have Asked - Wood, 301.42
The Babysitter's Guide - Moore, 649.1
The World of the Child - Talb[illegible] 649
Understanding and Guiding Young Children - Fane, 649
* The Nursery School - W. B. Saunders Co., 1966

Filmstrips:

Babysitting #1 Job, #2 Kids (with guide), 649.1
Bathing the Baby, 649g
Dating, 371.8j
Enter the Baby Sitter, 649
Feeding the Baby, 649d
Female Reproductive System, 612.6a
Fertilization, 612.63a
Infant Feeding, 649i
Labor and Birth, 612.63c
Male Reproductive System, 612.6b
Menstrual Cycle, 616.6d
Miracle of Nature, 612.6d
Preparing the Formula, 649b
Selecting Children's Clothing, 649c
Selecting Children's Toys, 649e
Teaching Desirable Habits, 649f
Tots and Teens, 649a

(Refer to unit courses for additional references.)

CLOTHING TEXTILES, AND RELATED ART

Reference Books:

Charm - Whitcomb, Helen, 646.7
Clothes: Part of Your World - Vandahoff, Margil, 646
Construction Techniques - Johnson, 646
Costume Design and Making - Shenton, Mary, 792
Costume Throughout the Ages - Evans, 391.09
Costuming - Prisk, Bernice, 792
Crafts For Fun - Perry, Evadna, 745.5
Design Through Draping - Shelden, Martha, 646
Designing Apparel Through the Flat Pattern - Kopp, 646

* Indicates that this material is not in the Fort Benton Schools - however, purchase is recommended.

Experiences with Clothing - Pollard, L. Bette, 646
Flat Pattern Methods - Hollen, Norma, 646
Here's To You, Miss Teen - Miller, Mary Sue, 646.7
Historic Costumes - Lester & Kerr, 391.09
History of Costume - Payne, 391.09
How to Draft Basic Patterns - Kopp, 646
Make-Up - Thomas, Charles, 792
Make Your Own Teenage Clothes, Accessories & Gifts - Hardy, 646.6
Opportunities in Clothing - McDermott, Irene, 646
Period Patterns - Edson, Doris, 792
Smart Sewing - Doerr, Catherine, 646.4
Taffy's Tips to Teens - Martin, Dolly, 646.7
Teenage Popularity Guide - Cornell, Betty, 646.7
You Are A Consumer of Clothing - Garrett & Metzen, 646.3
Young Beauty - Budd, 646.7

* Clothes for Teens - Todd & Roberts, D. H. Heath, 1963
* Clothing for Moderns - Erwin & Kincher, McMillan Co., 1967
* Creative Clothing Construction - Bane, Allyne, McGraw-Hill, 1966 (Very good)
* Textiles, Fabrics and Their Selection - Wingate, Prentice Hall Co., 1964
* The Second Skin - Horn, Houghton, Mifflin Co., 1968

(Refer to unit courses for additional references.)

Filmstrips:

Accessories, 646f
Acrilon - A True Acrylic Fiber, 646e
A Teen's ABC of Beauty, 646.7a
Beauty Culture as a Career, 646.7
Buttonhole Types, 646s
Cutting and Construction, 646n
Designed for You (with guide), 646j
Fabrics, 646g
Five Magic Mirrors (with record), 646.7
Focus on the Family Wash, 648
For Lovelier Hands, 648
Fashion and You, 646b
Fashion and You, 646c
Fashion and You, 646d
Machine Sewing, 646a
Machine Stitching and Seams, 646o
Make-Up I, II, III, IV, 646.7
Washday Wonders, 648
More Than Skin Deep, 636.7c
Only Silk is Silk (with guide), 646f
Our Modern Washday, 648a
Pattern Choice and Use, 646l
Plachet Fasteners and Waist Bands, 646g
Selection and Treatment for Fabrics, 646p
Susie Makes a Dress, 646
The Family Wash, 648
The Well-Dressed Teenager, 646k
Through the Looking Glass (with guide), 646.76

* Indicates that this material is not in the Fort Benton Schools - however, purchase is recommended.

Tools for Sewing, 646m
World of Work (Hairdresser), 371.42
Young Fashion Forecast Fall '68 (with guide), 646g
Young Fashion Forecast Spring '68 (with guide), 646i
Your Wardrobe and You, 646.3f

Games:

Color Analysis (with guide), 646
Color Bingo, 646
Collar Kit, 646
Color Swatches, 646
Crossroads Game Textile, 646
Sewing Bingo, 646
Sewing Samples Filebox, 646
Textile Bingo, 646

Transparencies:

Costumes, 391

(Refer to unit courses for additional references.)

FOOD, NUTRITION AND HEALTH

Books:

American Girl Cookbook - 641
Betty Crocker's New Dinner For Two - General Mills, 641.5
Boys' Cookbook - Brown, Helen, 641.5
Cookbooks - Seventeen, 641.5
Dictionary of International Food and Cooking Terms - Waldo, 641.03
Experiences with Food - Pollard, 641
Fannie Farmer Junior Cookbook - Perking, Wilma, 641.5
First Book of Food - Scheib, Iclo, 641
Food: The Yearbook of Agriculture - U.S. Dept. of Ag., 641
Fun With Cooking - Freeman, Mae, 641.5
Great Falls Public School Food Unit, 641
Mary Meade's Magic Recipes - Meade, Mary, 641.5
Nutrition in a Nutshell - Williams, Robert, 641.1
People, Food and Science - Cate, Patricia, 641
Story Book of Food - Petersham, Maud, 641
Table Setting for Everyone - Biddle, Blom, 642
The Meat We Eat - Ziegler, 641.3
Vegetables and Their Plants - 580
Wonderful World of Food - Boyd, Orr, 641.3
* Meal Management - Kinder, Faye, MacMillan Co., 1967
* You and Your Food - White, Prentice Hall, 1966 (Very Good)
* Your Foods Book - Harris, D. D. Heath

(Refer to Unit Courses for Additional References.)

* Indicates that this material is not in the Fort Benton Schools - however, purchase is recommended.

Filmstrips:

A Loaf of Bread, 641.5e
All About Knives, 643
Breads You Bake With Yeast (with guide), 641.6j
Chocolate and Cocoa, 663.9
Coffee Please, 641.8
Convenience Cookery with Electric Appliances (with guide), 641.7-1, 641.7-2, 641.7-3j
Convenient Creations, 641.5
Dining Out, 371.81
Double Duty Dishes (with guide), 641.6e
Easy As Pie (with guide), 641.6k
Flower Arranging, 635.9
Foods for Health, 630.1
Freezing Techniques for Moderns, 641.4f
Fried Foods for Menu Magic, 641.5h
From Farm to Table, 630.1
From the Ice Age to the Frozen Age (with guide), 641.4h
Go, Grow, Glow with Carnation, 641.1b
Grain From Farm to Table, 664.7
Ground Beef (with guide), 641.5i-1
Ground Beef (with guide), 641.5i-2
Ground Beef Passport to Far Away (with guide), 641.6
Home Canning - Green Beans, 641.4b
Home Canning - Jammes & Je-lies, 641.4c
Home Canning - Pickles, 641.4d
Home Canning - Tomatoes, 641.4e
How to Buy, Cook and Serve Pre-Ten (with guide), 641.6c
How to Cook a Chicken, 641.5c
How to Cook Eggs, 641.5e
How to Cook a Turkey, 641.5b
How to Cook Meat by Dry Heat, 641.5f
How to Cook Meat by Moist Heat, 641.5d
How's Your "Sense of Taste", 641a
Jamboree, 641.4
Learning from Labels (with guide), 640-1
Learning from Labels (with guide), 640-2
Learning from Labels (guide), 647.1
Modern Meal Planning by Soup, 641.6b
Muffin Making (guide), 641.6m
Parties Are For Pleasure, 642d
Party Planning, 642c
Patterns for Parties, 642a
Patterns for Parties, 642b
Pillsbury's Breakfast for B.J., 641.1
Sparkling Tast Treats (with guide), 641.5k
Spending Your Food Dollars, 641
Spending Your Food Dollars, 641.31f
Sure Jell Magic, 641.4a
Table Manners, 371.8k
Teen Time With Carnation, 641.6a
That All the World May Eat, (with guide), 640b
The Best Dressed Foods (with guide), 641.4g
The Crystal Touch (guide), 642
The Food Preparation Center, 641b
The Hostess with the Mostest (guide), 642i

The Sterling Story (guide), 642
Tricks and Treats with Macaroni (with guide), 641.6d
Time for Tea (with guide), 641.51
Where Our Food Comes From, 630.1
Winning Combination (with guide), 641.1a
World of Wonderful Foods, 648
Vegetables for City, 635

Tapes:

Beautiful Cakes, 641.6g
Coffee Please, 641.8
Dining Out, 371.81
Fun With Frostings, 641.6
Recipes, 646
Table Manners, 371.8k
That All the World May Eat, 640

Games and Kits:

Crossroads Food Game
Crossroads Nutrition
Meat Identification Kit, 641.31
Nutrition Bingo

Records:

Food Through the Ages, 641

Transparencies:

Table Settings, 643

(Refer to Unit Courses for Additional References.)

HOUSING, HOME FURNISHINGS AND EQUIPMENT

Books:

Decorating Book - McCall's, 645
Home Freezers - Stout, 643
Homes With Character - Craig, 645
How To Clean Everything - Moore, 648
Interior Design - Waugh, 645
Primer of Early American Home Decorating - Tell City, 645
The Story of Design - Downer, 745.4
World Architecture - American Heritage, 720
World of Color - Koblo, 752
* Inside Today's Home - Faulkner & Faulkner, Holt, Rinehart & Winston, 1960
* The Home, Its Furnishings and Equipment - Morton, McGraw-Hill, 1970
* The House - Agan & Luchsinger, J. B. Lippincott Co., 1965

(Refer to unit courses for additional references.)

* Indicates that this material is not in the Fort Benton Schools - however, purchase is recommended.

Filmstrips:

Arranging Furniture, 645a
Cindy and Bill's New Carpet, 645c
Color in Girls' Room, 645
Household Helpers, 648
How's Your House, 645
New Hostess at Home, 642
Road to Responsibility, 648
Selecting Furniture, 645b
The Hostess With the Mostest (guide), 642i
Your New Home and How to Take Care of It, 643

Games:

Color Bingo, 645
Crossroads Color, 641.1
Decorating Bingo, 645
Plan A Room Kit, 645

Record:

New Hostess At Home, 642

Transparencies:

Basic Design - Home Furnishings, Set 1, 643
Basic Design - Home Furnishings, Set 2, 643
Glasstoons - Family Housing, 643
Room Arrangement - Home Furnishing & Equipment, 643
Kitchen Planning - Home Furnishing & Equipment, 643

(Refer to Unit Courses for Additional References.)

MANAGEMENT

Filmstrips:

Consumer Education Kit and Guide, 641.7
How Does She Do It, 640
Income Tax #5
Insurance #6
Investment #7
The Household Budget #3
The Pay Check #2
The Wise Buyer #4
Vocational Opportunities and Lifetime Earnings #1
Your the Shopper (with guide), 641.31fa
Your Money and You (with guide), 641.31fb
Your World and Money (with guide), 641.31fc

(Refer to Unit Courses for Additional References.)

PERSONAL, FAMILY AND COMMUNITY RELATIONS

Books:

Building a Successful Marriage - Landis, 301.42
Come Prepared to Stay Forever - Hine, 301.42
Family Living - Duvall, 301.42
First Came the Family, Underhill, 301.42
Marriage for Moderns - Bowman, 301.42
Sex Instruction - Gruenberg, 612.6
The Vanishing Adolescent - Friedenberg, 301.43
What About Teenage Marriage - Sakol, 301.42
What Girls Want To Know About Boys - Unger, Berman, 30o.42w
You, The Person You Want to Be - Fedder, 301.43
Your Dating Days - Landis, 301.42
Youth and Parents - Madgis, 301.43
* Building Your Life - Landis & Landis, Prentice Hall Co., 1964
* Family Development - Duvall, J. B. Lippincott, 1967
* Foundations for Marriage & Family Relations - Womble, Dale, MacMillan, 1966
* Human Development In Western Culture - Bernard, Allyn & Bacon, 1966
* Personal Adjustments in Marriage and Family Living - Landis & Landis, Prentice Hall, 1966

Filmstrips:

And They Lived Happily Ever After, 301.42
LSD: Trip or Trap, 616.86

Tapes:

Legalizing Marijuana, Pros and Cons (cassette), 615
Speech on Narcotics (abuse of drugs and its dangers), 613

General:

A New Look at Home Economics (guide), filmstrip & record, 640.69
Head Start on Homemaking, 641
Head Start on Homemaking (guide), 647

(Refer to Unit Courses for Additional References.)

GENERAL REFERENCES:

Bulletin Boards - Bowers, 371.33
Bulletin Boards - Coplan, 741.6
Exciting Careers for Home Economics - Spencer, 640.69
Experiences in Homemaking - Laiten, 640
Experiences in Homemaking - Pollard, 641.1
Guide for Today's Home Living - Hatcher, 640
Homemaking for Teenagers - McDermott, 641
How to Keep Alive - Bulletin Boards, 371.32
Show How and Showmanship - Callahan, 640
Thresholds to Adult Living - Craig, 640
Your Future as a Home Economist - Parie, 331.7
* Equipment in the Home - Ehrenkranz & Inman, Harper & Row, 1966
* Management for Better Living - Mtarr, D. C. Heath, 1968
* Teen Guide to Homemaking - Barclay & Champion, McGraw-Hill, 1967

* Indicates that this material is not in the Fort Benton Schools - however, it is recommended for purchase.

CHILD DEVELOPMENT

GRADES NINE THROUGH TWELVE

CHILD DEVELOPMENT

I. Develop an understanding of the stages of individual growth from conception through adolescence.

A. The student will be able to summarize physical growth from conception through birth.
B. The student will be able to summarize mental, physical, emotional, and social growth from birth through age 3.
C. The student will be able to summarize mental, physical, emotional, and social growth from age 4 through age 6.
D. The student will be able to summarize mental, physical, emotional, and social growth from age 7 through age 9.
E. The student will be able to summarize mental, physical, emotional, and social growth from age 10 through age 12.
F. The student will be able to summarize mental, physical, emotional, and social growth of adolescence.

II. Develop an understanding of self through an understanding of children.

A. The student will be able to observe and discuss children at various age levels.
B. The student will identify the child as a family member.
C. The student will identify the child as a unique individual.

III. Develop an understanding of the roles and responsibilities of parenthood.

A. The student will discuss parent's responsibilities in preparing for children.
B. The student will describe prenatal and postnatal care.
C. The student will be able to state the effects of pregnancy on expectant parents.
D. The student will be able to identify the parent's responsibility to fulfill the child's basic needs.
E. The student will differentiate between the influence of heredity and environment.

IV. Develop an understanding of job opportunities in child care.

A. The student will discuss volunteer work available.
B. The student will discuss employment opportunities.

Example of Behavioral Instructional Objective:

Given a list of human characteristics, the student will identify each as influenced by environment or heredity with 70% accuracy.

RESOURCES:

Books:

Baby and Child Care - Spock, 649
Caring for Your Disabled Child - Spock, 649

Childbirth - May, 612.6
Children as Authors - Barnstone, 811
Children Cared for By Teens - Kraft, 649
Children of Other Countries - Lewiton, 372
Feeding of Your Baby and Child - Langford, 649
Guidance of the Young Child - Spock, 649
Love is Not Enough - Bettelheim, 649
Questions Girls Have Asked - Wood, 301.42
The Baby Sitter's Guide - Moore, 649.1
The World of the Child - Talbot, 649
Understanding and Guiding Young Children - Fane, 649
* The Nursery School - W. B. Saunders Co., 1966

Filmstrips:

Babysitting #1 Job, #2 Kids (record), 649.1
Bathing the Baby, 649g
Dating, 371.8j
Enter the Baby Sitter, 649
Feeding the Baby, 649d
Female Reproductive System, 612.6a
Fertilization, 612.63a
Infant Feeding, 649i
Labor and Birth, 612.63c
Male Reproductive System, 612.6b
Menstrual Cycle, 616.6b
Miracle of Nature, 612.6d
Preparing the Formula, 649b
Selecting the Children's Clothing, 649c
Teaching Desirable Habits, 649f
Tots and Teens, 649a
Human Growth & Development Series (with guide)

(Refer to unit courses for additional references.)

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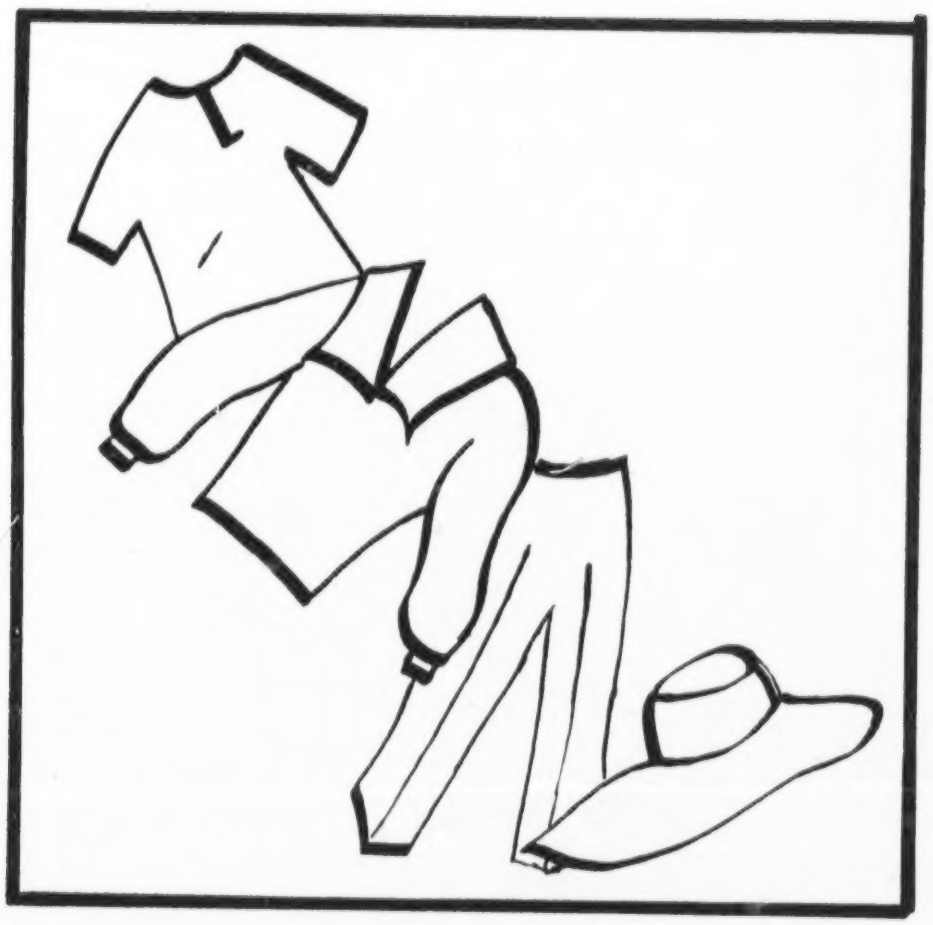

CLOTHING TEXTILES & RELATED ART

GRADES TEN THROUGH TWELVE

CLOTHING, TEXTILES AND RELATED ART - Prerequisite - Consumer Homemaking

I. Develop an understanding of the scientific, economic and cultural aspects of clothing selection.

A. The student will identify fabric construction and fiber qualities.
B. The student will be able to identify family clothing needs.
C. The student will be able to identify and use resources available (e.g., energy, money, time, etc.).
D. The student will compare and contrast ready-made garments with personally constructed garments.
E. The student will exhibit proper clothing care.
F. The student will demonstrate proper consumer practices.
G. The student will be able to show development of artistic perception of clothing selection.

II. Develop an understanding and creative ability of clothing construction.

A. The student will identify characteristics of a well-constructed garment.
B. The student will be able to specialize in construction techniques.
C. The student will be able to demonstrate proper consumer practices.

III. Develop an understanding of employment opportunities in clothing and textiles.

A. The student will discuss requirements for employment.
B. The student will discuss employment opportunities.

Example of Behavioral Instructional Objective:

Given 10 fabric swatches, the student will correctly identify the fabric construction of seven swatches within 20 minutes.

RESOURCES:

Books:

Charm - Whitcomb, Helen, 646.7
Clothes: Part of Your World - Vandahoff, Margil, 646
Construction Techniques - Johnson, 646
Costume Design and Making - Shenton, Mary, 792
Costume Throughout the Ages - Evans, 391.09
Costuming - Priek, Bernice, 792
Crafts for Fun - Perry, Evadna, 745.5
Design Through Draping - Shelden, Martha, 646
Designing Apparel Through the Flat Pattern - Kopp, 646
Experiences with Clothing - Pollard, L. Bette, 646
Flat Pattern Methods - Hollen, Noram, 646
Here's to You, Miss Teen - Miller, Mary Sue, 646.7
Historic Costumes - Lester & Kerr, 391.09
History of Costume - Payne, 391.09
How to Draft Basic Patterns - Kopp, 646
Make-Up - Thomas, Charles, 792
Make Your Own Teenage Clothes, Accessories & Gifts - Hardy, 646.6
Opportunities in Clothing - McDermott, Irene, 646
Period Patterns - Edson, Doris, 792
Smart Sewing - Doerr, Catherine, 646.4

Taffy's Tips for Teens - Martin, Dolly, 646.7
Teenage Popularity Guide - Cornell, Betty, 646.7
You Are A Consumer of Clothing - Garrett & Metzen, 646.3
Young Beauty - Budd, 646.7
* Clothes for Teens - Todd & Roberts, D. C. Heath, 1963
* Clothing for Moderns - Erwin & Kincher, McMillan Co., 1967
* Creative Clothing Construction - Bane, McGraw-Hill Co., 1966 (Very good)
* Textiles, Fabrics and Their Selection - Wingate, Prentice Hall Co., 1964
* The Second Skin - Horn, Houghton Mifflin Co., 1968

Filmstrips:

Accessories, 646g
Acrilon - A True Acrylic Fiber, 646e
A Teen's ABC of Beauty, 646.7
Beauty Culture As A Career, 646.7
Buttonhole Types, 646s
Cutting and Construction, 646n
Designed For You (guide), 646j
Fabrics, 646
Five Magic Mirrors (with record), 646.7
Focus on the Family Wash, 648
For Lovelier Hands, 646.7
Fashion and You, 646b, 646c, 646d
Machine Sewing, 646a
Machine Stitching and Seams, 646o
Make-up I, II, III, IV, 646.7
Washday Wonders, 648
More Than Skin Deep, 646.7c
Our Modern Washday, 648a
Pattern Choice and Use, 646l
Plachet Fasteners and Waist Bands, 646g
Selection and Treatment of Fabrics, 646p
Sleeves and Neckline Treatments, 646r
Susie Makes a Dress, 646
The Family Wash, 648
The Well-Dressed Teenager, 646k
Through the Looking Glass (guide), 646.76
Tools for Sewing, 646m
World of Work - Hairdresser, 371.42
Young Fashion Forecast Fall '68 (guide), 646g
Young Fashion Forecast Spring '68 (guide), 646i
Your Wardrobe and You, 646.3f

Games:

Color Analysis (guide), 646
Color Bingo, 646
Collar Kit, 646
Color Swatches, 646
Crossroads Game Textile, 646
Sewing Bingo, 646
Sewing Samples Filebox, 646
Textile Bingo, 646

Transparencies:

Costume, 391

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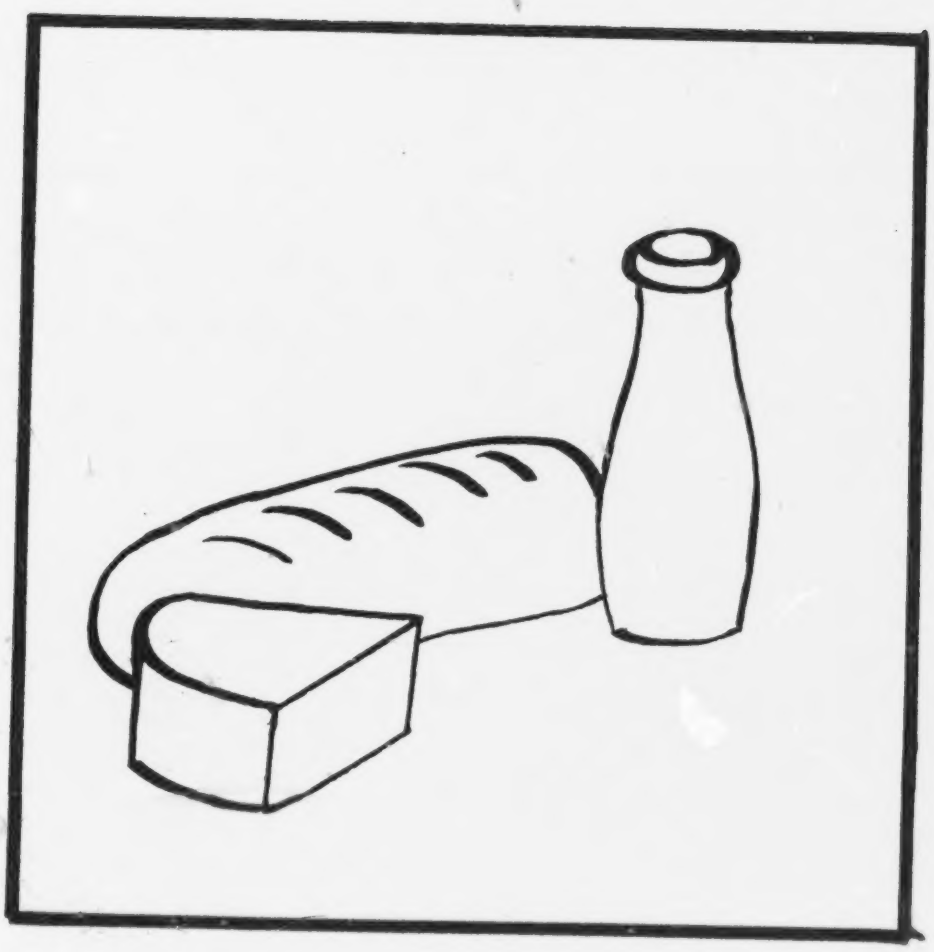

FOODS NUTRITION & HEALTH

GRADES TEN THROUGH TWELVE

FOODS, NUTRITION AND HEALTH - Prerequisite - Consumer Homemaking

I. Develop an understanding of cultural, social and personal factors influencing nutritional needs.

   A. The student will be able to compare and contrast foods of various cultures.
   B. The student will demonstrate proper social use of food.
   C. The student will identify the use of food for disease prevention and treatment.
   D. The student will identify the use of food in special diets (e.g., bland, liquid, low-sodium, soft, etc.).

II. Develop an understanding and skill in planning, selecting, preparing and serving food.

   A. The student will prepare meals according to various incomes.
   B. The student will identify and discuss the protective agencies.
   C. The student will identify the effects of advertising on meal planning.
   D. The student will be able to identify and discuss innovations in food industry.
   E. The student will be able to demonstrate creative ability in food preparation.

III. Develop an understanding of employment opportunities in the foods area.

   A. The student will discuss employment opportunities.
   B. The student will discuss requirements for employment.

Example of Behavioral Instructional Objective:

Given three class periods, the student will plan a week's balanced menu for a family of 4 using $20.00.

RESOURCES:

References:

American Girl Cookbook - 641
Betty Crocker's New Dinner for Two - General Mills, 641.5
Boys Cookbook - Brown, Helen, 641.5
Cookbooks - Seventeen, 641.5
Dictionary of International Food & Cooking Terms - Waldo, 641.03
Experiences with Food - Pollard, 641
Fannie Farmer Junior Cookbook - Perking, Wilma, 641.5
First Book of Food - Scheib, Iclo, 641
Food: The Yearbook of Agriculture - U.S. Dept. of Ag., 641
Great Falls Public School Food Unit - 641
Mary Meade's Magic Recipes - Meade, Mary, 641.5
Nutrition in a Nutshell - Williams, Roger, 641.1
People, Food and Science - Gate, Patricia, 641
Story Book of Food - Petersham, Maud, 641
Table Setting for Everyone - Biddle, Blom, 642
The Meat We Eat - Ziegler, 641.3

Vegetables and Their Plants, 580
Wonderful World of Food - Boyd, Orr, 641.3
* Meal Management - Kinder, Faye, MacMillan Co., 1967
* You and Your Food - White, Prentice Hall, 1966
* Your Foods Books - Harris, D. C. Heath & Co.

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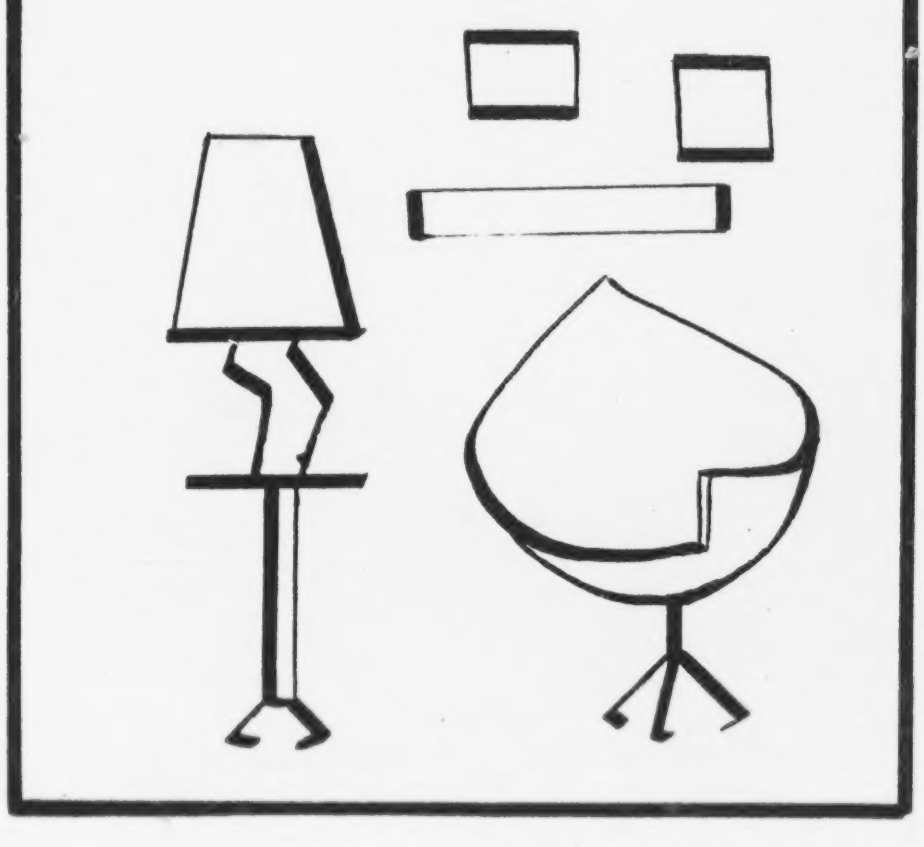

HOUSING
HOME FURNISHING & EQUIPMENT

GRADES TEN THROUGH TWELVE

HOUSING, HOME FURNISHINGS AND EQUIPMENT - Prerequisite - Consumer Homemaking

I. Develop an understanding of the interrelation of home members.

A. The student will be able to identify and discuss personal needs of family members.
B. The student will discuss the sharing of home responsibilities.

II. Develop an understanding of housing needs.

A. The student will identify designs of housing that meet family needs.
B. The student will be able to discuss financial responsibilities of housing.
C. The student will be able to compare and contrast buying a home versus renting a home.
D. The student will be able to discuss the importance of interior and exterior appearance and maintenance of the home.

III. Develop a knowledge of furnishing a home to meet the needs of the members.

A. The student will demonstrate wise selection and use of furnishings.
B. The student will demonstrate wise selection of household equipment.
C. The student will be able to identify functional room and furniture arrangements.
D. The student will be able to use available resources (e.g., energy, time, money, etc.).
E. The student will be able to demonstrate proper consumer practices.

IV. Develop an understanding of employment opportunities in housing related areas.

A. The student will discuss employment opportunities.
B. The student will discuss requirements for employment.

Example of Behavioral Instructional Objectives:

Given 10 kitchen tools, the student will store 7 of them according to storage principles within 10 minutes.

RESOURCES:

Books:

Decorating Book - McCalls, 645
Home Freezers - Stout, 643
Homes With Character - Craig, 645
How To Clean Everything - Moore, 648
Interior Design - Waugh
Primer of Early American Home Decorating - Tell City, 645
The Story of Design - Downer, 745.4
World Architecture - American Heritage, 720
World of Color - Koblo, 752

* Inside Today's Home - Faulkner & Faulkner, Holt, Rinehart & Winston, 1960
* The Home, Its Furnishings and Equipment - Morton, McGraw-Hill, 1970
* The House - Agan & Luchsinger, J. B. Lippincott Co., 1965

(Refer to Unit Courses for additional references.)

Filmstrips:

Arranging Furniture, 645a
Cindy and Bill's New Carpet, 645c
Color in Girls' Room, 645
Household Helpers, 648
How's Your House, 645
New Hostess at Home, 642
Road to Responsibility, 648
Selecting Furniture, 645b
The Hostess With the Mostest (guide), 642i
Your New Home and How to Take Care of It, 643

Games:

Color Bingo, 645
Crossroads Color, 641.1
Decorating Bingo, 645
Plan A Room Kit, 645

Record:

New Hostess at Home, 642

Transparencies:

Basic Design - Home Furnishings, Set 1, 643
Basic Design - Home Furnishings, Set 2, 643
Classtoons - Family Housing, 643
Room Arrangement - Home Furnishing & Equipment, 643
Kitchen Planning - Home Furnishing & Equipment, 643

(Refer to unit courses for additional references.)

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PERSONAL FAMILY AND COMMUNITY RELATIONS

GRADES TEN THROUGH TWELVE

PERSONAL, FAMILY AND COMMUNITY RELATIONS

I. Develop an increased understanding and awareness of self.

A. The student will be able to further identify his self concept.
B. The student will discuss the fulfillment of basic needs.
C. The student will discuss the roles and responsibilities of adulthood.

II. Develop an increased understanding and appreciation of the family.

A. The student will identify the family as a unit of our society.
B. The student will compare and contrast familites of various societies.
C. The student will identify responsibilities of the family to its members at all ages.
D. The student will be able to discuss the physical and psychological effects of pregnancy.

III. Develop an increased understanding and appreciation of personal relationships.

A. The student will be able to discuss in detail relationships with friends and acquaintances.
B. The student will discuss dating behavior in relation to future marriage.
C. The student will be able to identify and discuss in detail developmental tasks of the marriage (e.g., communication, financial plan, etc.).
D. The student will discuss marriage laws and customs.

IV. Develop an increased understanding and appreciation of community relations.

A. The student will be able to state the importance of being a responsible citizen.
B. The student will be able to describe the interaction between family and community.
C. The student will be able to identify community services available to the family.
D. The student will be able to discuss employer and employee relationships.
E. The student will discuss employment opportunities in the personal, family, and community relations field.

Example of Behavioral Instructional Objective:

The student will list 4 similarities and 4 differences as presented in class when comparing the Oriental family and the American family.

RESOURCES:

Books:

Building a Successful Marriage - Landis, 301.42
Come Prepared to Stay Forever - Hine, 301.42
Family Living - Duvall, 301.42
First Came the Family - Underhill, 301.42
Marriage for Moderns - Bowman, 301.42

Sex Instruction - Gruenberg, 612.6
The Vanishing Adolescent - Friedenberg, 301.43
What About Teenage Marriage - Sakol, 301.42
What Girls Want To Know About Boys - Unger, Berman, 301.42w
You, The Person You Want to Be - Fedder, 301.43
Your Dating Days - Landis, 301.42
Youth and Parents - Madgis, 301.43
* Building Your Life - Landis & Landis, Prentice Hall Co., 1964
* Family Development - Duvall, J. B. Lippincott, 1967
* Foundations for Marriage & Family Relations - Womble, Macmillan Co., 1966
* Human Development in Western Culture - Bernard, Allyn & Bacon, 1966
* Personal Adjustments in Marriage and Family Living - Landis & Landis, Prentice Hall, 1966

Filmstrips:

And They Lived Happily Ever After, 301.42
LSD: Trip or Trap, 616.86
Consumer Education Kit and Guide, 641.7
How Does She Do It, 640
Income Tax #5
Insurance #6
Investment #7
The Household Budget #3
The Pay Check #2
The Wise Buyer #4
Vocational Opportunities and Lifetime Earnings #1
You're the Shopper (with guide), 641.31fa
Your Money and You (with guide), 641.31fb
Your World and Money (with guide), 641.31fc

(Refer to unit courses for additional references.)

Tapes:

Legalizing Marijuana, Pros and Cons (cassette), 615
Speech on Narcotics (abuse of drugs and its dangers), 613

General:

A New Look at Home Economics (guide), filmstrip and record, 640.69
Head Start on Homemaking, 641
Head Start on Homemaking (guide), 647

(Refer to unit courses for additional references.)

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MAN'S ROLE IN THE HOME

GRADES ELEVEN AND TWELVE

MAN'S ROLE IN THE HOME

I. Develop an understanding of child development.

A. The student will be able to further identify self through an understanding of children.
B. The student will discuss the role of parenthood.

II. Develop an understanding of personal, family and community relations.

A. The student will exhibit a further awareness of self appearance.
B. The student will identify acceptable social and emotional attitudes.
C. The student will discuss his relationship with family members and friends.
D. The student will be able to discuss his role in the community.

III. Develop an understanding of personal and family management.

A. The student will compare and contrast personal and family management.
B. The student will select and use resources.
C. The student will discuss the male role of financial responsibility.

Example of Behavioral Instructional Objective:

Given 5 financial agreements, the students will select the requirements of the Truth and Lending Law on 4 out of 5 agreements.

RESOURCES:

CHILD DEVELOPMENT

Books:

Baby and Child Care - Spock, 649
Caring for Your Disabled Child - Spock, 649
Childbirth - May, 612.6
Children as Authors - Barnstone, 811
Children Cared For By Teens - Kraft, 649
Children of Other Countries - Lewiton, 372
Feeding Your Baby and Child - Spock, 649
Guidance of the Young Child - Langford, 649
Love Is Not Enough - Bettelheim, 649
Questions Girls Have Asked - Wood, 301.42
The Baby Sitter's Guide - Moore, 649.1
The World of the Child - Talbot, 649
Understanding and Guiding Young Children - Fane, 649
* The Nursery School - W. B. Saunders Co., 1966

* Indicates that this material is not in the Fort Benton School System - however, purchase is recommended.

PERSONAL, FAMILY AND COMMUNITY RELATIONS

Books:

Building a Successful Marriage - Landis, 301.42
Come Prepared to Stay Forever - Hine, 301.42
Family Living - Duvall, 301.42
First Came the Family - Underhill, 301.42
Marriage for Moderns - Bowman, 301.42
Sex Instruction - Gruenberg, 612.6
The Vanishing Adolescent - Friedenberg, 301.42
What About Teenage Marriage - Sakol, 301.42
What Girls Want To Know About Boys - Unger, Berman, 301.42w
You, The Person You Want to Be - Fedder, 301.43
Your Dating Days - Landis, 301.42
Youth and Parents - Madgis, 301.43
* Building Your Life - Landis & Landis, Prentice Hall Co., 1964
* Family Development - Duvall, J. B. Lippincott, 1967
* Foundations for Marriage & Family Relations - Womble, MacMillan Co., 1966
* Human Development In Western Culture - Bernard, Allyn & Bacon, 1966
* Personal Adjustments in Marriage and Family Living - Landis & Landis, Prentice Hall Co., 1966

Filmstrips:

And They Lived Happily Ever After, 301.42
LSD: Trip or Trap
Consumer Education Kit and Guide, 641.7
How Does She Do It, 640
Income Tax #5
Insurance #6
Investment #7
The Household Budget #3
The Pay Check #2
The Wise Buyer #4
Vocational Opportunities and Lifetime Earnings #1
You're the Shopper (with guide), 641.31fa
Your Money and You (with guide), 641.31fb
Your World and Money (with guide), 641.31fc

(Refer to unit courses for additional references.)

Tapes:

Legalizing Marijuana, Pros and Cons (Cassette), 615
Speech on Narcotics (abuse of drugs and its dangers), 613

General:

A New Look at Home Economics (guide), filmstrip and record, 640.69
Head Start on Homemaking, 641
Head Start on Homemaking (guide), 647

(Refer to unit courses for additional references.)

* Indicates that this material is not in the Fort Benton School System - however, purchase is recommended.

BACHELOR LIVING

GRADES ELEVEN AND TWELVE

BACHELOR LIVING

I. Develop an understanding of foods, nutrition and health.

A. The student will demonstrate eating habits that contribute to diet, health and appearance.
B. The student will identify nutrient components in food.
C. The student will identify the basic food groups.
D. The student will demonstrate skill in planning, selecting, preparing, and serving food.

II. Develop an understanding of clothing textiles and related art.

A. The student will be able to identify proper clothing selection (e.g., shopping techniques, occasions, clothing coordination, etc.)
B. The student will exhibit a knowledge of clothing care.

III. Develop an understanding of housing, home furnishing and household equipment.

A. The student will be able to identify the interrelation of home members.
B. The student will identify housing needs.
C. The student will select furnishings in a home to meet the needs of the members.
D. The student will be able to maintain the home.

IV. Develop an understanding of the role of man in his home.

A. The student will be able to identify and discuss man's responsibilities in the home.

Example of Behavioral Instructional Objective:

Given two class periods, the student will plan and prepare a balanced meal.

RESOURCES:

Books:

American Girl Cookbook - 641
Betty Crocker's New Dinner For Two - General Mills, 641.5
Boys cookbook - Brown, Helen, 641.5
Cookbooks - Seventeen, 641.5
Dictionary of International Food and Cooking Terms - Waldo, 641.03
Experiences With Food - Pollard, 641
Fannie Farmer Junior Cookbook - Perking, Wilma, 641.5
First Book of Food - Scheib, Iclo, 641
Food: The Yearbook of Agriculture - U.S. Dept. of Ag., 641
Fun With Cooking - Freeman, Mae, 641.5
Great Falls Public School Food Unit - 641

Mary Meade's Magic Recipes - Meade, Mary, 641.5
Nutrition in a Nutshell - Williams, Robert, 641.1
People, Food and Science - Cate, Patricia, 641
Story Book of Food - Petersham, Maud, 641
Table Setting For Everyone - Biddle, Blom, 642
The Meat We Eat - Ziegler, 641.3
Vegetables and Their Plants, 580
Wonderful World of Food - Boyd, Orr, 641.3
* Meal Management - Kinder, Faye, MacMillan Co., 1967
* You and Your Food - White, Prentice Hall, 1966
* Your Foods Book - Harris, D. D. Heath Co.

(Refer to unit courses for additional references.)

* Indicates that this material is not in the Fort Benton School System - however, purchase is recommended.

REVISION

The Vo-Tech Curriculum was derived to create an organized pattern for the learning development of our students. As in any aspect of life, change is inevitable; therefore, we must constantly evaluate and revise this guide. The following evaluation instrument is to be completed by each teacher involved with this curriculum near the end of each semester.

EVALUATIVE INSTRUMENT

1. Are the themes indicated in this curriculum meaningful and relevant? If so, how? If Not, why not?

2. Do the major concepts help develop the theme at that level? If so, how? If not, why?

3. Are the behavioral sub-concepts helpful in developing the main concept? If not, list those that need revision.

4. Are the concepts suited to the level and abilities of the students? If not, what do you suggest?

5. Are there any concepts that should be omitted? If so, which ones and why?

6. In your opinion are there any concepts that could and should be added? If so, why?

7. Is the content of the theme too great to be covered in the alotted time? If so, what would you delete?

8. Please list any new materials and ideas you have found helpful in your efforts to teach the concepts indicated.

9. Indicate those teaching approaches that you are using and list any others that you find useful.

10. What is your opinion of the total curriculum? Please explain.

APPENDIX A

SURVEYING FORT BENTON'S HOME ECONOMICS EFFORTS

Those staff members responsible for any portion of the Home Ec. program were asked to respond to the attached survey instrument. The instrument is short and is composed of three parts. Each instructor was asked to indicate (1) the nature of the Home Ec. offering at their level of instruction; (2) what the instructor considered the strengths of that offering; and (3) what the instructor considered the weaknesses of that offering.

The feedback obtained from this instrument is summarized as follows:

1. Fort Benton's past areas of emphasis were:

   a) All classes stress some consumer education.
   b) Junior High Home Ec. was "home" oriented while Senior High Home Ec. was vocation oriented.
   c) All areas emphasized to a degree such units as: foods and nutritions, housing and home furnishings, consumer education and family finance, clothing and textiles, personal care, family relations, and child development.

2. Strengths:

   a) The subject matter is practical and adapted to the interests and capabilities of the students at 7th and 8th grade level.
   b) The required courses in Home Ec. are desirable because it enables the student to have a survey view of areas of concern for modern home living.

3. Weaknesses:

   a) Not enough students are able to take advantage of the program.
   b) The attitude of many students is "If you can't take anything else and pass, take Home Ec."
   c) A more broad field approach is desirable.
   d) There is not enough emphasis on the vocational areas.
   e) The total program was quite unorganized.

SCHOOL SYSTEM SELF SURVEY

This survey is being distributed to those members of our staff responsible for any portion of our Vo-Tech program - Commercial - Each teacher is asked
Industrial Arts
Vo-Ag
Home Ec.
T & I
to reply to all the statements.

Teacher's Name_____

Teacher's Grade Level_____

I. What is the Nature of the Vo-Tech Offering presently at your grade level? (i.e., what themes, concepts, ideas, etc. do you teach with reference to Vo-Tech during the course of the year?)

a) Major Themes or Topics_____

b) Units_____

c) Concepts_____

d) Others_____

Comments:

II. What do you consider to be the strengths of this offering?

III. What do you consider to be the weaknesses of this offering?

APPENDIX B

CURRICULUM DEVELOPMENT SURVEY

Various college professors, learning laboratory representatives and State Department representatives were asked to respond to the attached instrument. The purpose was to obtain informative data in the English (Language Arts), Math, Science and Vo-Tech Curriculum areas. The instrument was designed to consider two major areas: (1) General information concerning the individual and agency that individual represented and (2) Specific curriculum information.

Thirty-one questionnaires were distributed; fourteen were returned. The following is an attempt to summarize the information.

It appears as if very few schools in the state are known to be developing curriculum guides at this time. Even though it was felt that many schools are beginning to do "something" in the realm of curriculum, the survey respondents did not for the most part indicate recommended places to visit. Of the programs and schools mentioned as doing "something" in curriculum it appeared that all had a tendency to be striving toward some form of individualization in those curriculum areas they were concentrating on.

CURRICULUM DEVELOPMENT

This survey instrument is being circulated among college professors, learning laboratory representatives and State Department representatives. The purpose is to obtain informative date in the English (Language Arts), Math, Science and Vo-Tech Curriculum Areas. Your reply to this instrument will be greatly appreciated. Results will be sent to you upon request. A return self-addressed envelope has been enclosed for your convenience.

I. GENERAL INFORMATION

1. Name of Institution or Agency you represent_____

2. Describe the lines of communication you have with local school districts in regard to curriculum development.

3. How many schools do you personally contact during the course of a year concerning curriculum development and improvement?

4. What is basically the area of concentration that you become involved with in your work with local school districts?

II. SPECIFIC CURRICULUM AREAS

1. Are you aware of any school districts that have developed or are in the process of developing curriculum guides or outlines in the areas of Language Arts, Math, Science and Vo-Tech? (If yes, please indicate.)

2. Are there any school districts you would recommend a visitation to concerning their curriculum development? (If yes, please indicate where.)

3. Are you aware of any worthwhile and interesting "new" happenings in the area of Language Arts -K-12? (If so, please relate.)

4. Are you aware of any worthwhile and interesting "new" happenings in the area of Math - K-12? (please relate)

5. Are you aware of any worthwhile, "new" and interesting happenings in the area of Science - K-12? (Please relate)

6. Are you aware of any worthwhile, "new" and interesting happenings in the area of Vo-Tech (Home Ec., Industrial Arts, Trades & Industry, Commercial, Vocational-Agriculture.) Please relate.

7. Do you have any lists of reference materials that you would share with us concerning any of these curriculum areas? (if so, please enclose list and return with questionnaire.)

APPENDIX C

Reference Material

The following reference material was research in an attempt to make this effort as dependable as possible. It was found that no one source provided us with the exact formula for our task. However, in searching through this reference material we were able to develop a curriculum outline we feel fits the needs of the students of Fort Benton.

1. Gronlund, Norman E., Stating Behavioral Objectives for Classroom Instruction, New York, the MacMillan Co., 1970.

2. Mager, Robert F., Preparing Instructional Objectives, Palo Alto, California, Fearon Publishers, 1962.

3. Mississippi State Department of Education, Curriculum Guide for Home Economics in Mississippi, 1967.

4. Ohio State Board of Education, Vocational Home Economics Curriculum Guide for Ohio, 1966.

5. Report of a National Project, Concepts and Generalizations: Their Place In High School Home Economics Curriculum Development, Washington, D.C., American Home Economics Association, 1967.